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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2010-2011**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade: Kinder** | | **Unit: How we organise ourselves (Maths )**  **3D SHAPES** | | | | | **Driving Supporting X Discipline-Specific** | | | | |
| **Modality**  **X Visual**  **x Kinaesthetic**  **Auditive** | **Style**  Mastery  **X Understanding**  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  **X Kinaesthetic**  **XLogical-Mathematical** | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  **X Selected response**  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  **X Checklist**  **Anecdotal Records**  Continuum  Other | |
| **Achievement Indicators:**    **NUMBER:** describes 3 D shapes; vertexes, edges and faces | | | | | |  | | | | | |
| **Materials:**  Wood 3D shapes, plasticine, toys in 3D Shapes. | | | | | | **Grouping**  Individual  Pairs  **X Small group**  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  **Stations** |
| **Date:** week 24 (**Feb. 21-25**) | | | **Time:**  40 min. | | |
| **Description** | | | | | | | | | | | |
| **Opening:** Divide the class according to flexible grouping and explain what to do. The defining properties of three-dimensional objects are their faces, edges, and vertices. Throughout this lesson, students will be exposed to these terms as they are continuously used and will be able to describe 3D shapes with this appropriate vocabulary. | | | | | | | | | | | |
| **Main Activity:** identify their properties. Take a cube, for example, Are you able to say straight off how many faces, edges and vertices it has? To refresh their memory, you can say: a face is the surface you look at, just like looking at a person’s face to identify them. A cube has 6 faces. A vertex or vertices are the corners, and the edges run between the corners. See how easy it is. But, unless a child actually handles the shape and explores these properties, they can seem confusing.  First: The teacher will show the 3D shapes one by one, remembering their names, so she/he can continue describing the shapes one by one through some questions, for example:  Does the Sphere have vertexes? No, it does not have vertexes.  Does the Sphere have edges? No, it does not have edges.  Does the cube have vertexes? Yes, it has 8 vertexes.  Does the cylinder have faces? Yes it has 3 faces, etc.    After that children will have a shape, and the teacher ask to cover with yellow plasticine the vertexes, with blue plasticine the edges, at the same time with the teacher´s instruction. | | | | | | | | | | | |
| **Tier 1: The complexion can be focused upon the description of each child says about his/her corresponding 3D shape** | | | | | | | | | | | |
| **Tier 2 :** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |